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ABSTRACT

The report provides statistical data on the evaluation of an in-service career education workshop. The workshop comprised five content sessions dealing with: concepts and applications of career education to public schools; application of career education to public education and to teacher preparation; career education concepts and applications to public education; consultation with faculty about career education; and career education in Atlanta, Georgia, and in teacher education at Valdosta State College. Participants in the workshop completed an evaluation form (included in the report) which recorded demographic information on the participants and participants' opinions of the content sessions. It also asked whether the participants would, as a result of the workshop, re-examine their attitudes toward career education, their teaching methodologies, and their goals for education. The report concludes with a summary of selected workshop outcomes and other related activities. (PR)

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CAREER EDUCATION:

A REPORT ON A STATE-FUNDED IN-SERVICE EDUCATION PROJECT CONDUCTED BY THE LOUISIANA STATE UNIVERSITY COLLEGE OF EDUCATION AND SCHOOL OF VOCATIONAL EDUCATION

Research Report Volume 4, No. 4 July, 1974

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FUNDED IN-SERVICE PROJECT

The 1973 State of Louisiana plan for Career Education, as approved by the State Board of Education, the Legislature, and the Governor, placed a high priority on In-Service Education for the teacher education faculties at the various teacher education institutions within the state. The plan allocated $50,000 for In-Service Education at the college level. Contingent only upon their producing an acceptable in-service training program, approximately $3,800 was designated for each of the thirteen state-supported teacher education institutions.

At the request of the Dean of the College of Education at Louisiana State University and in cooperation with the Director of the School of Vocational Education, a Career Education Advisory Council was established with representatives from the College of Education and the School of Vocational Education. Selected members of the committee drafted a proposal, subsequently funded by the State Department of Education, for a Career Education In-Service Workshop for faculty members in the College of Education and School of Vocational Education at Louisiana State University.

FOUR MAJOR COMPONENTS

The goals of the Career Education In-Service Workshop included four major components of presentations by and interactions with nationally-known consultants:

(1) Concepts of Career Education
(2) Career Education as Represented in Public Education

(3) Career Education in Undergraduate Teacher Education Programs
(4) Consultation with Individual Faculty Members from the College of Education and School of Vocational Education

Concepts of Career Education

Although all consultants dealt with "concepts" of Career Education, three consultants were selected specifically to clarify Career Education concepts. Consultants included personnel from the University of North Carolina and the Frank Porter Graham School for Exceptional Children in Chapel Hill, North Carolina, and the Director of Career Education for East Baton Rouge Parish, Louisiana. These consultants utilized lectures, media, and group discussions to focus upon the concepts and implications of Career Education. The consultants addressed the general and philosophical aspects of Career Education and also considered the specific, concrete and functional aspects of current, ongoing programs with which they were associated.

Career Education as Represented in Public Education

The consultant from the University of Georgia at Athens described currently operating Career Education Programs in the State of Georgia. He focused upon three major areas: The "Georgia" concept of Career Education; Career Education in the public schools of Marietta, Georgia (Smith, 1973); and the University of Georgia, College of Education, Department of Counselor Education's federally-funded Program of Educational and Career Exploration (P.E.C.E., 1973) for public school counselors and teachers.

Career Education in Undergraduate Teacher Education Programs

The former Superintendent of the Atlanta public schools, presently Dean of the College of Education at Valdosta State College, Valdosta, Georgia, described the Career Education emphasis in the Atlanta public schools and the directed effort which his college was making to incorporate Career Education within teacher education.

The Director of Vocational Education, Independent School District 281 in Minnesota, formerly a University of Minnesota faculty member, utilized media and group discussions to emphasize the Minnesota approach to Career Education in both public and higher education. Specific materials which were appropriate for methods courses in elementary and secondary education were distributed to the workshop participants.

Consultation with Individual Faculty Members

Interested faculty members from the College of Education and School of Vocational Education were invited to meet either individually or in small groups with a Career Education consultant from Minnesota in order to plan a tentative program for the implementation of appropriate Career Education concepts, skills, and practices within their particular curricular responsibilities.

EVALUATION OF THE IN-SERVICE CAREER EDUCATION WORKSHOP

The evaluation of the Career Education In-Service Workshop, including outcomes and related other Career Education activities, included two phases:

(1) An evaluation instrument (Appendix A) was designed and administered to workshop participants after the conclusion of all workshop-related activities. The instrument

included relevant demographic variables, content evaluation of each workshop session, general/specific impressions of the overall workshop, and participant comments about future goals and procedures to further implement Career Education. The evaluation forms were analyzed through the use of gross percentage categories for each instrument item.

(2) As a second level of the evaluation process a description was included of Career Education-related events which occurred either simultaneously with the workshop or possibly as an outcome of the workshop.

Phase I Evaluation

Participants in the workshop were Caucasian and most often males 36 to 45 years old (Table I).

Table I

Sex, Race, and Age of Respondents

Sex	Male	70.00%
	Female	30.00
Race	Caucasian	100.00%
	Black	0.00
	Other	0.00
Age	18-25	0.00%
	26-35	16.00
	36-45	49.00
	46-55	30.00
	56 and above	.05

An analysis of participants by job title and work setting is presented in Tables 2 and 3 below. All levels of University instructional staff within the College of Education and School of Vocational Education

were represented at the workshop. As would be expected, the majority of participants were from the College of Education.

Table 2

Job Title of Respondents

Instructor	27.0%
Assistant Professor	35.0
Associate Professor	24.0
Full Professor	14.0
Other	0.0

Table 3

Work Setting of Respondents

LSU College of Education	95.00%
LSU School of Vocational Education	5.00
LSU, other	0.00
Other	0.00

Most of the participants (54%) had been employed in their current position for five years or less (Table 4).

Table 4

Respondents' Years in Current Position

0-5 years	54.0%
6-10 years	22.0
11-15 years	16.0
16-20 years	5.0
21-25 years	3.0
26-30 years	0.0
Over 30 years	0.0

Information about participants' educational levels is summarized in Table 5. The majority of the participants held doctoral degrees. Although occasional undergraduate education students did attend phases of the workshop, their responses were not available for this report.

Table 5

Level of Education of Respondents

Undergraduate	0.00%
Graduate Masters	35.00
Graduate Specialist	0.00
Graduate Doctorate	57.00
Graduate Post Doctorate	.08

Although many of the participants attended the workshop because of interest in Career Education, the majority of the participants attended the workshop because of administrative encouragement (Table 6).

Table 6

Why Career Education Workshops Were Attended*

Interest in Career Education	41.0%
Administrative Encouragement	51.0
Other**	8.0

**Two respondents also double answered this question: "required"; "am coordinator"

*Not all respondents answered this item.

Attendance at the workshop required that participants find alternative arrangements for handling University responsibilities, e.g. teaching, advising, committee memberships. The majority of the workshop

participants did not attend every session.

Table 7

Attendance by Respondents at Career Education Sessions*

Number 1	26%
Number 2	24
Number 3	17
Number 4	18
Number 5	15

*Total respondents did not attend every session.

Individual Content Session Evaluation

Content session evaluations have been analyzed through the use of gross percentage categories for each of a series of specific items: i.e., method of presentation, participant involvement, opportunity to exchange ideas, qualifications of presenters, renewal and updating of professional skills and knowledge, relevancy and practical aspects, possibilities for application, interest level, and general overall impression. In addition, participants responded as to whether they re-examined their specific attitudes toward career education, their teaching methodology, and their goals for education. Data for Content Session Number 1 is summarized in Tables 8 and 9, for Session Number 2 in Tables 10 and 11, for Session Number 3 in Tables 12 and 13, for Session Number 4 in Tables 14 and 15, and for Session Number 5 in Tables 16 and 17. Participant responses to the overall workshop are summarized in Tables 18 and 19.

Table 8

Content Evaluation-Session 1:

Concepts and Applications of Career Education to Public Schools-
Dr. Duane Brown, Mrs. Sandra Brown, and Mr. Tom Miller

	Out-Standing	Above Average	Average	Below Average	Poor	No Opinion
Method of Presentation	3%	43%	33%	13%	8%	0%
Participant Involvement	3	3	60	17	17	0
Opportunity to Exchange Ideas	6	20	47	20	7	0
Qualifications of Presenters*	14	57	21	0	8	0
Renewal and Updating of Professional Skills and Knowledge*	3	21	59	7	10	0
Relevancy and Practical Aspects *	4	18	59	11	4	4
Possibilities for Application *	7	18	56	15	4	0
Interest Level and General Overall Impression*	0	26	52	11	7	4

*Not all participants answered this question

Table 9

Summary of Participant Responses to Whether as a Result of Content Session No. 1 They Would Re-Examine Selected Aspects of Their Behavior

	Yes	No	Undecided
Re-Examined My Attitudes Toward Career Education*	69%	31%	0%
Re-Examined My Teaching Methodologies*	34	59	7
Re-Examined My Goals for Education	50	43	7

*Not all participants answered this question

Table 10

Content Evaluation-Session 2:

Application of Career Education to Public Education and to Teacher Preparation-Dr. Duane Hartley

	Out-Standing	Above Average	Average	Below Average	Poor	No Opinion
Method of Presentation	17%	29%	42%	4%	8%	0%
Participant Involvement	4	30	39	18	9	0
Opportunity to Exchange Ideas	14	32	41	9	4	0
Qualifications of Presenters*	27	39	30	0	4	0
Renewal and Updating of Professional Skills and Knowledge*	9	27	50	5	9	0
Relevancy and Practical Aspects*	5	36	41	14	4	0
Possibilities for Application*	9	30	39	13	4	4
Interest Level and General Overall Impression*	4	35	48	4	9	0

*Not all participants answered this question

Table 11

Summary of Participant Responses to Whether as a Result of Content Session No. 2 They Would Re-Examine Selected Aspects of Their Behavior

	Yes	No	Undecided
Re-Examined My Attitudes Toward Career Education*	64%	27%	9%
Re-Examined My Teaching Methodologies*	55	36	9
Re-Examined My Goals for Education*	55	41	4

*Not all participants answered this question

Table 12

Content Evaluation-Session 3:

Career Education Concepts and Applications to Public Education-Dr. Cliff Helling

	Out-Standing	Above Average	Average	Below Average	Poor	No Opinion
Method of Presentation	29%	29%	29%	9%	4%	0%
Participant Involvement	8	47	29	8	8	0
Opportunity to Exchange Ideas*	22	35	26	17	0	0
Qualifications of Presenters*	28	59	9	0	0	4
Renewal and Updating of Professional Skills and Knowledge*	13	36	30	17	4	0
Relevancy and Practical Aspects*	17	31	26	13	13	0
Possibilities for Application*	22	26	39	13	0	0
Interest Level and General Overall Impression	21	46	12	12	9	0

*Not all participants answered this question

Table 13

Summary of Participant Responses to Whether as a Result of Content Session No. 3 They Would Re-Examine Selected Aspects of Their Behavior

	Yes	No	Undecided
Re-Examined My Attitudes Toward Career Education*	59%	32%	9%
Re-Examined My Teaching Methodologies*	55	41	4
Re-Examined My Goals for Education*	52	39	9

*Not all participants answered this question

Table 14

Content Evaluation-Session 4:

Consultation With Faculty About Career Education-Dr. Cliff Helling

	Out-Standing	Above Average	Averege	Below Average	Poor	No Opinion
Method of Presentation	41%	24%	35%	0%	0%	0%
Participant Involvement*	31	44	13	6	6	0
Opportunity to Exchange Ideas	35	47	18	0	0	0
Qualifications of Presenters*	60	33	0	0	0	7
Renewal and Urdating of Professiona! Skills and Knowledge*	19	56	19	6	0	0
Relevancy and Practical Aspects*	29	57	14	0	0	0
Possibilities for Application*	36	36	28	0	0	0
Interest Level and General Overall Impression	36	50	7	7	0	0

*Not all participants answered this question

Table 15

Summary of Participant Responses to Whether as a Result of Content Session No. 4 They Would Re-Examine Selected Aspects of Their Behavior

	Yes	No	Undecided
Re-Examined My Attitudes Toward Career Education*	80%	13%	7%
Re-Examined My Teaching Methodologies*	67	20	13
Re-Examined My Goals for Education*	68	13	19

*Not all participants answered this question

Table 16

Content Evaluation-Session 5:

Career Education in Atlanta, Georgia, and in Teacher Education at Valdosta State College

	Out-Standing	Above Average	Average	Below Average	Poor	No Opinion
Method of Presentation	35%	47%	12%	0%	6%	0%
Participant Involvement*	31	51	6	6	6	0
Opportunity to Exchange Ideas	35	47	12	6	0	0
Qualifications of Presenters	47	35	12	0	0	6
Renewal and Updating of Professional Skills and Knowledge*	13	56	25	0	6	0
Relevancy and Practical Aspects*	23	59	6	0	0	12
Possibilities for Application*	26	50	12	0	0	12
Interest Level and General Overall Impression	23	65	6	6	0	0

*Not all participants answered this question

Table 17

Summary of Participant Responses to Whether as a Result of Content Session No. 5 They Would Re-Examine Selected Aspects of Their Behavior

	Yes	No	Undecided
Re-Examined My Attitudes Toward Career Education*	86%	7%	7%
Re-Examined My Teaching Methodologies*	67	26	7
Re-Examined My Goals for Education*	80	13	7

*Not all participants answered this question

Overall Response to Workshop

When all responses are included for each item on the content sessions (Table 18), analysis reveals that overall the content sessions were judged to be average to outstanding by the majority of participants. In addition, the majority of workshop participants indicated that they re-examined their attitudes toward Career Education, their teaching methodology and their goals for education (Table 19). It should be noted that "re-examined" does not necessarily mean that respondents changed their attitudes, teaching methodologies, or goals for education.

SELECTED WORKSHOP OUTCOMES AND OTHER RELATED ACTIVITIES

It is difficult to specify that Career Education commitments resulted directly from the Career Education In-service Workshop. More likely, the faculties continued in their dedication to professional growth and development. When incorporation of Career Education concepts and practices into teacher education occurred, it was probably a result of individual faculty members' commitment to education in general. Thus, some graduate seminars and courses explored the theoretical aspects of Career Education; e. g., Education 285-Philosophy of American Education and Education 163-Modern Principles and Practices in the Elementary Schools. In other graduate-level courses, selected areas were especially adapted to include Career Education applications; e. g., Orientation to the World of Work, Vocational Guidance, Educational and Occupational Information, Elementary and Secondary Counseling Practicums. More specifically, Education 261-Supervision in Elementary and Secondary Schools considered the Career Education implications for supervisors of the revised Bulletin 741 Supplement on the new requirements for high school

Table 18

Summary of Responses to Content Sessions

	Out-Standing	Above Average	Average	Below Average	Poor	No Opinion
Method of Presentation	22%	33%	33%	7%	5%	0%
Participant Involvement	12	32	34	12	10	0
Opportunity to Exchange Ideas	20	34	31	12	3	0
Qualifications of Presenters	36	47	16	1	0	0
Renewal and Updating of Professional Skills and Knowledge	11	27	47	7	7	1
Relevancy and Practical Aspects	13	37	37	8	4	1
Possibilities for Application	17	32	39	9	2	1
Interest Level and General Overall Impression	14	42	30	8	5	1

Table 19

Summary of Participants' Responses to Whether as a Result of the Workshop They Would Re-Examine Selected Aspects of Their Behavior

	Yes	No	Undecided
Re-Examine My Attitudes Toward Career Education	71%	24%	5%
Re-Examine My Teaching Methodology	53	40	7
Re-Examine My Goals for Education	58	34	8

graduation, and Education 278-Modern Trends in Secondary Education considered Career Education as one of the organizational plans under the category of strategies used in teaching.

At the undergraduate level, content was modified in selected courses by particular professors to include Career Education concepts and trends; e. g., sections of Education 102-Principles and Practices in Secondary Education. Education 143, a methods course in social studies, incorporated Career Education to the extent that every student developed a Career Education resource unit. One section of the course required education majors to teach in a local public school the Career Education units which they had developed. In addition, every Education 143 class member analyzed in detail each unit of each grade level of the "Working Papers in Elementary Social Studies" developed in 1973 under the auspices of the State Department of Education.

The College of Education Laboratory School at LSU manifested its Career Education thrust in several ways, including:

(1) through the incorporation of Career Education experiences for undergraduate teacher education students in their respective teaching field "methods" courses;

(2) through new emphases on the awareness of careers through modifications of instructional units and the introduction of new units in the elementary school. For example, career awareness activities involving community resource personnel and other personnel included careers in the fishing industry, banking, public relations, industries and occupations relating to the economy, community helpers, writing booksm making musical instruments, and jobs for health development. Generally, teachers have incorporated behavior modification or conditioning techniques in the development of appropriate attitudes about work; e. g., that people do different things, that every job is important to someone and everyone, and the dignity of work. With respect to categories of occupations, community resource personnel have been involved somewhere and in some way almost on a daily basis. Classroom activities have imcorporated role playing techniques, creative writing, developing flow charts on process with jobs involved, producing newspapers, producing radio and television script and film strips, and experimentation with crayfish

farming and home skills. Some group production activities have utilized mass production techniques with division of labor and specificity of tasks. In these activities students were made aware of what they can accomplish through individual responsibility of a task, cooperative effort, community effort, and the establishment of common goals. Emphases have been placed on getting youngsters to think for themselves by the provision of opportunities to respond to questions such as "what do I want to do and be when I am thirty years old?". Audio-visual materials have been utilized to enhance career awareness prior to and after field trips. Teachers have found that all areas of school work provide career awareness potential. The faculty of the elementary school has an interest in an organized effort to study and explore the career awareness potential of community resources with the thought of structuring a scope and sequence framework so that students preparing to teach will have anticipated direct experiences in preparing, developing, presenting, and evaluating units which relate to objectives in career education;

(3) in the junior high and senior high school through the introduction of career exploratory opportunities in the present courses being offered, the revision of certain existing courses to include career exploratory activities, and through increased emphases to relate regular classroom activities to practical everyday citizen and job experiences;

(4) the foreign language curriculum guide was restructured at the State Department of Education with the assistance of University Laboratory School personnel to include Career Education content. The guide was employed in the teaching of high school students in foreign language courses at the University Laboratory School;

(5) the Laboratory School counselor developed the structure for a Career Education-oriented student handbook.

FACULTY CAREER EDUCATION-RELATED SERVICE FUNCTIONS

The LSU College of Education and School of Vocational Education personnel performed numerous Career Education-oriented service functions. Activities in the College of Education included: the provision of consultant services to more than ten parishes, including a major role in the East Baton Rouge Parish project; writing and evaluating Title III Career Education-oriented projects in two parishes; speakers and coordinators of Career Education programs for professional associations; membership on the LSU-Systam Task Force on Career Education; and membership on

various State Department of Education Task Force committees. One faculty member is engaged in a longitudinal study which focuses on Career Education outcomes at the post high-school level.

Evidence of the commitment of the School of Vocational Education to Career Education included a major status report on Career Education (a cooperative program with the State Department of Education which examined the status of various programs in the State) and includes a projected five-year follow-up study of all vocational graduates (high school, post high school, vocational-technical school, adult education program, and college vocational programs) in order to establish a data bank and storage-retrieval system. In addition, the School of Vocational Education has provided numerous consultant services to parishes throughout the State. Also, the Department of Industrial Education has developed public-school teacher in-service projects on "The World of Manufacturing," "The World of Construction," and the Department has planned for in-service activities involving "The World of Communication."

SUMMARY AND CONCLUSIONS

A State-funded In-Service Career Education Project was conducted by the College of Education and School of Vocational Education of Louisiana State University. The project focused upon four major components which included concepts and applications of Career Education in various settings. An evaluation of the Workshop included an analysis of selected demographic variables, content session evaluations, overall workshop impression, and a summary of selected workshop outcomes and other related activities.

The College of Education and the School of Vocational Education have a substantial commitment to Career Education. The involvement of each is evidenced through workshop participation, curricular offerings, and service functions.

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Career Education
In-service Workshop Evaluation

A. General Information

1. Sex:

Male ( )
Female ( )

2. Race:

Cauca. ( )
Black ( )
Other ( )

3. Age:

18-25 ( )
26-35 ( )
36-45 ( )
46-55 ( )
over ( )

4. Position:

Instructor ( )
Assistant Professor ( )
Associate Professor ( )
Full Professor ( )
Other _____ ( )

5. Employment:

LSU College of Education ( )
LSU School of Vocational Ed. ( )
LSU, other _____ ( )
Other _____ ( )

6. How long have you been employed in your present position:

0-5 years ( )
6-10 years ( )
11-15 years ( )
16-20 years ( )
21-25 years ( )
26-30 years ( )
Over 30 years ( )

7. Level of Education:

Undergraduate ( )
Graduate Masters ( )
Graduate Specialist ( )
Graduate Doctorate ( )
Graduate Post Doctorate ( )

8. Was this the first career education workshop which you have attended:

   Yes ( )
   No ( )

9. What played the greater part in your decision to attend this workshop:

   Interest in Career Education ( )
   Administration Encouragement ( )
   Other _____ ( )

10. Which career education sessions did you attend:

    Session #1 (Nov. 12)
    Dr. Duane Brown
    Mrs. Sandra Brown
    Mr. Tom Miller ( )

    Session #2 (Nov. 13)
    Dr. Duane Brown
    Mrs. Sandra Brown
    Mr. Tom Miller ( )

    Session #3 (Nov. 26)
    Dr. Duane Hartley ( )

    Session #4 (Nov. 27)
    Dr. Cliff Helling ( )

    Session #5 (Dec. 4)
    Dr. Cliff Helling ( )

    Session #6 (Dec. 6)
    Dr. John Letson ( )

B. Content Evaluations:

Content Session #1
Dr. Duane Brown, Mrs. Sandra Brown, Mr. Tom Miller
Theme: Concepts and Applications of
Career Education to Public Schools

1. What type of program best describes this content session:
a = panel, b = speaker, c = workshop, d = mini-lab, e = other

	a	b	c	d	e
Please check box:	( )	( )	( )	( )	( )

Express your opinion on the following scale as it applies to this session: a = outstanding, b = above average, c = average, d = below average, e = poor, f = no opinion.

	a	b	c	d	e	f
2. Method of presentation	( )	( )	( )	( )	( )	( )
3. Participant involvement	( )	( )	( )	( )	( )	( )
4. Opportunity for exchange of ideas	( )	( )	( )	( )	( )	( )
5. Qualifications of presenters	( )	( )	( )	( )	( )	( )
6. Renewal and updating of professional skills and knowledge	( )	( )	( )	( )	( )	( )
7. Relevancy and practice aspects	( )	( )	( )	( )	( )	( )
8. Possibilities for application	( )	( )	( )	( )	( )	( )
9. Interest level and general overall impressions	( )	( )	( )	( )	( )	( )

10. I also

	Yes	No	Undecided
re-examined my attitudes toward career education	( )	( )	( )
re-examined my teaching methodology	( )	( )	( )
re-examined my "goals" of (for) education	( )	( )	( )

B. Content Evaluations:

Content Session #2
Dr. Duane Hartley - Applications of
Career Education to Public Education
and to Teacher Preparation

1. What type of program best describes this content session:
a = panel, b = speaker, c = workshop, d = mini-lab, e = other

	a	b	c	d	e
Please check box:	( )	( )	( )	( )	( )

Express your opinion on the following scale as it applies to this session: a = outstanding, b = above average, c = average, d = below average, e = poor, f = no opinion.

		a	b	c	d	e	f
2.	Method of presentation	( )	( )	( )	( )	( )	( )
3.	Participant involvement	( )	( )	( )	( )	( )	( )
4.	Opportunity for exchange of ideas	( )	( )	( )	( )	( )	( )
5.	Qualifications of presenters	( )	( )	( )	( )	( )	( )
6.	Renewal and updating of professional skills and knowledge	( )	( )	( )	( )	( )	( )
7.	Relevancy and practice aspects	( )	( )	( )	( )	( )	( )
8.	Possibilities for application	( )	( )	( )	( )	( )	( )
9.	Interest level and general overall impressions	( )	( )	( )	( )	( )	( )

10. I also	Yes	No	Undecided
re-examined my attitudes toward career education	( )	( )	( )
re-examined my teaching methodology	( )	( )	( )
re-examined my "goals" of (for) education	( )	( )	( )

B. Content Evaluations:

Content Session #3
Dr. Cliff Helling - Career Education
Concepts and Applications to Public Education

1. What type of program best describes this content session:
a = panel, b = speaker, c = workshop, d = mini-lab, e = other

	a	b	c	d	e
Please check box:	( )	( )	( )	( )	( )

Express your opinion on the following scale as it applies to this session: a = outstanding, b = above average, c = average, d = below average, e = poor, f = no opinion.

		a	b	c	d	e	f
2.	Method of presentation	( )	( )	( )	( )	( )	( )
3.	Participant involvement	( )	( )	( )	( )	( )	( )
4.	Opportunity for exchange of ideas	( )	( )	( )	( )	( )	( )
5.	Qualifications of presenters	( )	( )	( )	( )	( )	( )
6.	Renewal and updating of professional skills and knowledge	( )	( )	( )	( )	( )	( )
7.	Relevancy and practice aspects	( )	( )	( )	( )	( )	( )
8.	Possibilities for application	( )	( )	( )	( )	( )	( )
9.	Interest level and general overall impressions	( )	( )	( )	( )	( )	( )

	I also	Yes	No	Undecided
	re-examined my attitudes toward career education	( )	( )	( )
	re-examined my teaching methodology	( )	( )	( )
	re-examined my "goals" of (for) education	( )	( )	( )

B. Content Evaluations:

Content Session #4
Dr. Cliff Helling - Consultation
with Faculty About Career Education

1. What type of program best describes this content session:
a = panel, b = speaker, c = workshop, d = mini-lab, e = other

	a	b	c	d	e
Please check box:	( )	( )	( )	( )	( )

Express your opinion on the following scale as it applies to this session: a = outstanding, b = above average, c = average, d = below average, e = poor, f = no opinion.

		a	b	c	d	e	f
2.	Method of presentation	( )	( )	( )	( )	( )	( )
3.	Participant involvement	( )	( )	( )	( )	( )	( )
4.	Opportunity for exchange of ideas	( )	( )	( )	( )	( )	( )
5.	Qualifications of presenters	( )	( )	( )	( )	( )	( )
6.	Renewal and updating of professional skills and knowledge	( )	( )	( )	( )	( )	( )
7.	Relevancy and practice aspects	( )	( )	( )	( )	( )	( )
8.	Possibilities for application	( )	( )	( )	( )	( )	( )
9.	Interest level and general overall impressions	( )	( )	( )	( )	( )	( )

10. I also	Yes	No	Undecided
re-examined my attitudes toward career education	( )	( )	( )
re-examined my teaching methodology	( )	( )	( )
re-examined my "goals" of (for) education	( )	( )	( )

B. Content Evaluations:

Content Session #5
Dr. John Letson - Career Education
in Atlanta, Georgia and in Teacher Education
at Valdosta State College

1. What type of program best describes this content session:
a = panel, b = speaker, c = workshop, d = mini-lab, e = other

	a	b	c	d	e
Please check box:	( )	( )	( )	( )	( )

Express your opinion on the following scale as it applies to this session: a = outstanding, b = above average, c = average, d = below average, e = poor, f = no opinion.

		a	b	c	d	e	f
2.	Method of presentation	( )	( )	( )	( )	( )	( )
3.	Participant involvement	( )	( )	( )	( )	( )	( )
4.	Opportunity for exchange of ideas	( )	( )	( )	( )	( )	( )
5.	Qualifications of presenters	( )	( )	( )	( )	( )	( )
6.	Renewal and updating of professional skills and knowledge	( )	( )	( )	( )	( )	( )
7.	Relevancy and practice aspects	( )	( )	( )	( )	( )	( )
8.	Possibilities for application	( )	( )	( )	( )	( )	( )
9.	Interest level and general overall impressions	( )	( )	( )	( )	( )	( )

10. I also	Yes	No	Undecided
re-examined my attitudes toward career education	( )	( )	( )
re-examined my teaching methodology	( )	( )	( )
re-examined my "goals" of (for) education	( )	( )	( )

C. Other

1. Please summarize your reactions to our Career Education Workshop.

2. With regard to Career Education, what should our goals become? What are the next steps which you would like to implement?